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ABSTRACT

This observation manual is meant to be used by English as a second language teacher-trainees observing classroom teachers at a college or university and by the teachers being observed. In the introductory material some of the literature on teaching effectiveness and coding procedures is discussed. It is noted that most educators who have been involved with classroom observation instruments divide classroom behaviors into cognitive and affective domains. The two main parts of the form described here correspond roughly with cognitive and affective behaviors. The form includes both verbal and non-verbal behaviors of both teachers and students under the headings, "Classroom Management" and "Learning Environment." The observer is required to check the presence or absence of a particular behavior or activity and to give examples as he or she checks. The sections of the form are described in detail, and the form designed for use with a practicum at a community college is shown in the appendix. (AMH)

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ESL CLASSROOM OBSERVATION MANUAL

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ESL CLASSROOM OBSERVATION MANUAL

USES

This observation report is designed to raise the observer's and the observee's conscious awareness of teaching behaviors and events in the ESL classroom. It is meant to be used by TESL students observing classroom teachers at a college or university and by the teachers being observed. But it can also be used, with some variations, for observing community college or elementary and secondary classrooms.

The form provides a diagnostic tool for the observer to analyze the specific components in a given classroom. After several observations of different subject matters, student groups, and teachers, the observer should be able to synthesize and draw conclusions about what occurs in an ESL class. The checkpoints on the form can be thought of as ways of describing the observable behavior of teacher and students as the teacher implements a particular strategy. They are descriptive rather than prescriptive and, therefore, not judgmental or threatening.

The form is also designed to provide feedback to the experienced teacher. By engaging in a dialog (written or verbal) with the observer, the teacher reaches a heightened awareness of his/her own goals and outcomes. Also, teachers can videotape and check their own classes to see if their teaching behavior or the student behavior is consistent with their self-perception. Tuckman (1969) found that, given verbal feedback, teachers would modify their behavior to reduce the discrepancy between their self-perception and their recorded behavior. Using videotapes, teachers can also try out new behaviors in a role-playing situation and then observe and analyze the results.

In a community college setting, where the students range from pre-literate to college-bound, some of the items on the form have to be expanded and some deleted. We used the community college setting for supervising practicum students. In this setting, the experienced supervising teacher is watching the inexperienced intern. The modified form is provided in the appendix.

TEACHING EFFECTIVENESS

There has been a great deal of research into what variables correlate with student achievement. Politzer (1970) concludes that most language teaching behaviors cannot be classified as good or bad, and that the "relationship between the frequency of the use of a teaching behavior and student achievement is represented by a curve within which there are ranges of frequency with positive and negative correlations with achievement." Therefore, it is a matter of optimum use of time; time is always the limitation.

Furthermore, seventy-five years of research into teacher effectiveness has not yielded sound predictive information about teacher success. Some of the difficulties lie in controlling student differences, such as learning aptitudes, learning styles, and previous achievement. In addition, there is the need to develop reliable criteria for judging effectiveness (Schofield and Start, 1979). However, several studies suggest that students learn more from teachers who know what material they wish to present, present it in a structured way, and insist the students work at it.

Earlier than the work of Schofield and Start, Rosenshine and Furst (1971) reviewed fifty process/product studies which attempted to relate observed teacher classroom behaviors to measures of student achievement. Among the teacher behaviors they isolated which usually lead to significant student gain are the following:

Clarity in presenting information or questions and in giving directions so that students do not need further explanation

Variability of materials, procedures, tests, and cognitive level of discourse

Enthusiasm, by which the teacher keeps the tempo lively and shows interest in subject matter, student progress, and student interaction

Task-oriented behaviors, which encourage students to work hard and to think rather than just acquire information and skills

Use of student ideas and general indirectness, which encourages students to participate and be creative

Maintaining control in a non-authoritarian way

Most of these behaviors are high inference variables which the observer can infer only from a long series of events. There is a need to establish low inference variables which focus on specific, denotable, objective behaviors.

In a program piloted by the University of British Columbia at Dawson Creek (Grimmett, 1980), the questions used to guide classroom observations are:

1. What is controlled?
2. What is the focus of teacher questions?
3. Is praise discriminate/indiscriminate?
4. What does the teacher do with correct answers, incorrect, partly correct?
5. What is the percentage of correct answers given by the students?
6. Does the teaching strategy structure the learning process?

CODING PROCEDURES

In addition to numerous studies on effective teaching, there are many different coding procedures now in use. In a sign system the observer records only those behaviors that fall into a limited number of categories. The observer ignores those behaviors which do not fit because they are irrelevant to the purposes of the observation. This is different from a category system, in which the observer classifies every observable behavior. Some systems use frequency counts, while others use rating scales. Many systems require several hours of intensive training in order to achieve inter-observer reliability.

In foreign language teaching Flanders' interaction analysis and Moskowitz' adaptation, FLint, have been the most widely accepted observation instruments. The Flanders system (1970) measures the emotional climate of a classroom or the affective variables, as demonstrated by verbal behaviors. Moskowitz (1976) designed a variation of Flanders, called FLint (foreign language interaction) to measure interaction in foreign language classes. It includes verbal and non-verbal behaviors.

In ESL teaching Fanselow (1977) developed FOCUS to conceptualize and describe the teaching act. He

invented a technical language--teachemes--for use in describing communication acts within a range of settings. He perceives the classroom as consisting of a series of patterned events using various media to evaluate, interpret, or communicate separate areas of content for the following purposes: structuring, soliciting, responding, or reacting. He has a very elaborate coding system to measure these variables.

L. Bailey (1977) points out the disadvantages of Flanders and FLint. In Flanders the distinctions between categories are unclear and the three-second recording interval is too short. Because FLint increases Flanders' ten categories to twenty-two, it is more complex and less reliable. Bailey recommends the time-interval recording method used by social scientists because it has proved to be practical, reliable, and accurate. In this method the observer records whether a behavior does or does not occur within a ten or fifteen second interval. She notes that if there are more than five or six categories of behavior, inter-observer agreement decreases. On this basis, FOCUS with its diverse categories is also difficult to use reliably.

COGNITIVE AND AFFECTIVE DOMAINS

The research shows that most modern educators who have been involved with classroom observation instruments divide the classroom behaviors into two domains: cognitive and affective. Cognitive behavior deals with the intellect. Teacher behaviors deal with curriculum development, teaching methodologies, preparing lesson plans, and selecting materials. Student behaviors focus on recall of knowledge and reproducing external ideas (Christensen, 1975). Bloom's Taxonomy (1956) classifies cognitive behaviors in a hierarchy:

knowledge--remembering material by recognition and recall
comprehension--understanding the meaning and intent of the material
application--using material in a new situation
analysis--breaking down material into its parts and detecting relationships between them
synthesis--putting elements together to form a whole; combining in some new way
evaluation--making judgments about the value of the material

Affective behaviors, on the other hand, deal with feelings. Teacher behaviors focus on combining the subject matter to be learned with the emotions, lives, and experiences of the learners and with structuring interactions in the classroom (Moskowitz, 1978). Student behaviors deal with interacting on the basis of subjective experiences, desires, interests, and emotions.

Stevick (1976) emphasizes the importance of affective factors in a language classroom. He looks at language learning from the point of view of the student who needs "to feel that he or she is an object of primary value in a field of meaningful action." He describes the needs of the learner for security: knowing what is being asked of him, understanding how his performance compares with what is expected of him, and being accepted as a person. He continues that, because "learning is slowed down when the learner is busy defending himself," principles of learning are more important than principles of teaching.

K. Bailey (1976) states that the social climate is the most important factor in an ESL class because of the need to promote meaningful communication in a heterogeneous group. What the teacher does to establish good student/teacher and good student/student rapport are the most important areas the observer should focus on.

OTHER CLASSROOM VARIABLES

From the research we have selected those variables which we believe can be observed and recorded by untrained observers and which can be described specifically and objectively. The two main parts of the form--Classroom Management and Learning Environment--correspond roughly with cognitive and affective behaviors. The items listed under Classroom Management require the observer to examine the cognitive aspects of the classroom by such activities as identifying the subject strategies and classifying the question strategies used by the instructor. The items listed under Learning Environment focus the observer's attention on the affective climate of the classroom.

This form includes both verbal and non-verbal

behaviors of both teacher and student. It looks at ways in which the teacher either limits the participation of students or encourages it. And it looks at how the students are interacting with the teacher, with other students, and with the materials. By looking at these student behaviors, the observer can determine whether or not both teaching and learning are occurring.

THE ACTIVE OBSERVER

We developed this system to be used by observers who are relatively inexperienced and untrained. This form does not require lengthy training. The accompanying manual, which includes behavioral descriptors of each item on the form, provides enough information so that most TESL students are able to use the form after two trials with a videotape and one or two practice observation sessions. In answer to the suggestions by L. Bailey (1977) that an observation form should comprise only five or six categories of behavior, we would urge beginning students to use only half the form at a given time; i.e., watch only classroom management behaviors one time, and only learning environment the next time. As they build familiarity with the items, they should gradually encompass both pages.

The form also recognizes that observing is not a passive activity. Because the observer needs to be actively involved while observing, the form requires him/her to cite specific examples of each behavior as it occurs as well as checking whether or not the behavior is characteristic of this class. By citing evidence, the observer not only substantiates the recording, but also avoids making subjective ratings.

For good observation to take place, it is essential that there be a dialog between teacher and observer. The questions under pre-observation and post-observation ensure that this dialog takes place. The observer must talk to the instructor before the class to find out how this lesson fits into the curriculum (for this class and for the ESL program as a whole). By doing this, the observer will see that each class is a link between what went before and what will follow, as well as between this class and the other parts of the program.

The observer must also talk to the teacher after the class to ask questions about what happened from the teacher's point of view and to avoid possibly coming to wrong conclusions. The post-observation questions also help the observer to begin to synthesize his/her ideas about critical behaviors and events in an ESL class.

USE WITH A PRACTICUM

The form designed for use with a practicum at a community college is shown in the appendix. The variations are based on two main considerations: the setting and the users of the form. Portland Community College, where this form was tested, has competency-based educational objectives and a wide range of students from pre-literate to college-bound. Also, the users of the form have different objectives. Whereas the first form is meant for use by relatively inexperienced observers identifying classroom activities and behaviors, the second form is for use by a supervising teacher and intern to identify critical behaviors and then to enhance and modify them.

The post-observation questions have been changed considerably to reflect the practicum situation. Knop (1979) states that a practicum student moves through three stages of development, each requiring different training and guidance. In the beginning, interns need the security of knowing what to teach and how to teach it. Later they can focus on pupil-teacher interactions and lastly on an overall analysis of teacher effectiveness based on data gathered during an entire class session. K. Bailey (1976) agrees with these points. However, her study was based on four-to-eight minute televised intervals, and she raises the question of the validity of such a short period of observation time.

Freeman (1982) further defines not only the areas to be observed but also the developing relationship of the observer and instructor over a period of time. In an in-service setting, which is equally applicable to a practicum setting, he sets up three approaches for developing this relationship in the post-observation. Briefly, in the Supervising Approach, the observer acts as an arbitrator commenting in terms of fixed criteria

and pointing out strengths and weaknesses of the performance. This approach corresponds to Knop's and Bailey's first strategy. In the Alternative Approach, the observer acts as an open-ended questioner and raises the issue of alternative methods, materials, and strategies. From our understanding, the observer might ask "What if..." questions.

Freeman's final approach, the Non-Directive Approach, is based on the work of Carl Rogers and further clarified for ESL by Stevick (1980). The observer's role here is one of helping teachers to discover for themselves which classroom behaviors seem valid to them. According to Freeman, this approach leads to the teacher asking himself/herself, "Why do I teach what I teach, and why do I teach it the way I do?"

Our post-observation questions, then, are an attempt to synthesize the three stages of development of the intern and the three stages of relationship between observer and teacher. In addition, the rationale for dividing the form itself into Classroom Management and Learning Environment was based on a consideration of using the two areas separately first and finally integrating them.

The question of whether a set form has more influence on changing intern behaviors than a cooperatively designed form is raised by K. Bailey (1976) and in the UBC Dawson Creek guidelines (Grimmett, 1980), which suggest that cooperative evaluation reduces threat. We think it is wise, however, to have a set form from which to deviate if necessary, because it is easier to administer and gives results that can be compared over time. The cooperation can develop in the verbal explanations when the form is being discussed.

PROCEDURES

In this form we have elected to employ a model that requires the observer to check the presence or absence of a particular behavior or activity and to give examples as he/she checks. Specific examples for each category are given in the manual to show the observer what activities or behaviors might be included. For the form to be a true learning tool, the observers are expected to familiarize themselves with the categories and definitions over a period of time before they enter the classroom.

The items in the form were selected because they provide relevant information about activities or behaviors that were frequently reported in the literature. They were field-tested in ESL classrooms at Portland State University and Portland Community College.

DESCRIPTORS

CLASSROOM MANAGEMENT

1. OBJECTIVES (Discuss with the teacher before class.)
   This category includes the teacher's learning objectives.

   to learn how to find main ideas
   to learn how to discriminate initial /p/ and /b/
   to learn ways to show obligation

2. MODE (Check as many categories as are applicable.)

   A. COGNITIVE
      This category refers to thinking processes.

      Why did you use X in this sentence?
      Underline the direct object.
      In your opinion, is cloning an ethical problem?

   B. AFFECTIVE
      This category refers to activities that promote or utilize feelings and emotions.

      games that promote interaction
      songs
      discussion--What do you do about X in your country?

C. PSYCHOMOTOR
This category refers to muscular or motor skills, the manipulation of materials and objects.

pronunciation--tongue and lip movements
handwriting
total physical response techniques

3. METHOD (Check which method is characteristically used.) The methods in this category are unusually long to describe. Most of the observers using this form are already familiar with them. For further information regarding Silent Way, Counseling Learning, and Suggestopedia, refer to Stevick A Way and Ways (1980).

4. FORMAT (Check as many categories as are applicable. Indicate percentage of time devoted to each.)

A. LECTURE
This category includes giving instructions, clarifying an issue, sharing a pertinent experience, or using the teacher's expertise to expand student knowledge.

B. DISCUSSION
This category includes people talking together in order to share information about a topic or problem. Discussions can be directed, non-directed, or student-centered.

C. DRILL AND PRACTICE
Drills are used to produce automatic recall of language patterns or structures.

Controlled drills--repetition, substitution, transformation, translation

Free drills--question/answer

D. WORKSHOP
This category includes seminars or individual or small group work done in class with direct guidelines from the teacher.

Problem-solving group activities
Peer correction of tests/homework

E. LAB
Students learn through direct experience. They observe and/or manipulate materials.

Language lab
Field trips
Movies

F. GROUP INVESTIGATION
A group of students work together outside of class toward solutions to problems or tasks, which they present to the whole class.

G. INDEPENDENT STUDY
The teacher helps a single student learn how to formulate problems, find answers, and evaluate his/her progress.

Research paper
Library work

5. SUBJECT SPECIFIC STRATEGIES (Give an example of the activity used and check teacher behaviors.)

A. ORAL ACTIVITIES (mimicry, drills, question/answer practice, pronunciation, conversation)

teacher behaviors:
gives clear directions about student response
sets model often and correctly
varies activity and participants

B. READING ACTIVITIES (cloze exercises, dictation, vocabulary practice, summarizing, inferring)

teacher behaviors:
provides introductory framework
practices reading skills
sequences questions of increasing complexity
develops vocabulary

C. GRAMMAR ACTIVITIES (drills, question/answer exercises, reading, writing, discussions)

teacher behaviors:
presents item in context
indicates function/notion of item
provides variety of drills/exercises for practice
states rules clearly and correctly
applies rules to new situations

D. WRITING ACTIVITIES (copying, spelling, dictation, controlled or semi-controlled writing, free compositions)

teacher behaviors:
provides motivation for the discourse
provides practice with sentence and rhetorical patterns
provides feedback on student writing

E. LISTENING ACTIVITIES (minimal pair drills, dictation, reading aloud, question/answer practice, conversation, lectures leading to note-taking)

teacher behaviors:
helps students discriminate unfamiliar sounds in English from familiar, similar sounds
develops students' ability to retain sentences in mind
develops student comprehension of longer passages

6. MATERIALS (Indicate the title, author, date of text)

Adapted means that the textual materials are changed, expanded, contracted, simplified to meet differing student needs or abilities.

Followed strictly means that the teacher uses the textbook without supplemental materials or examples.

Supplemented means that the teacher uses additional materials, such as hand-outs, transparencies, tapes, pictures, diagrams, realia, records, chalkboard, etc.

AV USED includes any audio-visual materials, such as films, slides, videotapes, etc.

INSTRUCTOR

These items look directly at the instructor's behavior in implementing the learning objectives.

1. SPEAKS WITH:

   A. SUFFICIENT VOLUME (audible to all students)

   B. NATURAL INTONATION
      does not use exaggerated pronunciation
      does not speak with exaggerated slowness

2. GIVES CLEAR:

   A. DIRECTIONS
      uses language appropriate to the level of learners
      keeps directions chronological
      presents directions both orally and in writing
      repeats
      checks student comprehension

   B. EXPLANATIONS (all of the above plus the following)
      does not digress
      provides several examples
      keeps explanations as concrete as possible

   C. RULES (all of the above under A plus the following)
      gives rules appropriate to the given situation
      is linguistically correct

3. RELATES TO PREVIOUS WORK
   integrates review material into the lesson
   goes over tests or homework
   provides practice of previous work, or summary

4. INTRODUCES NEW LESSON
   focuses student attention on topic and purpose of lesson
   provides context
   shows relevance to student needs, interests
   relates to other parts of ESL program

5. EMPHASIZES MAIN POINTS
   repeats
   pauses
   uses intonation
   uses verbal highlighting
      "Remember this..."
      "Be sure to take notes on this."
   writes on board

6. PROVIDES FOR APPLICATION TO NEW SITUATIONS
   provides in-class exercises or problems
   gives homework
   administers a test
   asks open-ended questions
      "When else might we...?"
      "What other ways might we...?"

7. SUMMARIZES
   reviews rules
   summarizes main points of a reading
   summarizes main points of lesson
   gives students opportunities to assimilate by leaving time for reflection, time to copy from blackboard

8. REVIEWS RETURNED HOMEWORK
   goes over parts that caused problems
   explains grades
   allows students to ask questions about homework

9. EXPLAINS NEW HOMEWORK
   states what is expected and when it is due
   states orally and in writing
   gives students time to ask questions
   practices part of assignment

QUESTION STRATEGIES AND FEEDBACK

1. ASKS QUESTIONS

   A. DATA RECALL
      Data recall questions require students to memorize, repeat, or recall. They are usually yes/no questions or who, what, where, when questions.

      Is John a student?
      Who drove through a stoplight?
      Where does John study?
      What is the meaning of X?
      Is this true or false?

   B. DATA PROCESSING
      Data processing questions require students to list, classify, label, analyze, or infer. They are often why and how questions.

      Is John a careful driver?
      Why did John drive through a red light?
      How do you know that John drove through a red light?

C. EVALUATION
Evaluation questions require students to give opinions and to make value judgments.

What can John do to improve his driving skills?
Is this sentence correct?
Do you think Omar is right?

2. HANDLES STUDENT ERRORS

A. BY TEACHER
teacher gives correct answer
"That's wrong. It should be he goes, not he go."
resets correct model in a drill

B. SOLICITS SELF CORRECTION
pauses while student tries again
encourages
"Try again."
"Tell me more."
uses hand gestures as cues to correct problem

C. SOLICITS PEER CORRECTION
uses student mistakes from papers and asks class as a whole to find error and correct it
asks another student for right answer, then returns to first student for chance at self-correction
"Can someone else answer...?"
"Can someone please help."
"What do you think, Omar?"
"Do you all agree?"

3. REINFORCES CORRECT ANSWERS
Uses verbal praise
"OK" "Yes" "Go on" "That's right." "Very good!"
Uses non-verbal praise
nods head, smiles, shakes hand
Solicits several answers; then summarizes

LEARNING ENVIRONMENT

INSTRUCTOR

These items look directly at ways in which the instructor enhances the climate for learning.

1. USES INTRODUCTORY "VIBE-SETTING" ACTIVITY
   greets students by name upon entering
   plays interaction game that promotes rapport

2. STRUCTURES ACTIVITIES AS CHALLENGES OR PROBLEMS
   presents a problem; students work to find a solution
   "How can we change this sentence to show that it took place yesterday?"
   "You are going on a vacation to Hawaii. What will you need to know before you go?"

3. VARIES:

   A. PACE
      slows or quickens the tempo depending on level of students and difficulty of subject matter
      is alert to signs of frustration and fatigue

   B. ACTIVITIES
      sequences activities according to difficulty
      varies question strategies
      provides enrichment activities for fast learners
      permits learners to work at their own rate some of the time
      gives options to students about amount of work to be done

4. RELATES MATERIAL TO:

   A. STUDENT INTERESTS
      shows relevance to present and future needs of students
      refers to students' culture or background

   B. AMERICAN CULTURE
      presents facts, stories about American culture
      stories on Old West
      menu from a restaurant
      popular music

   C. GLOBAL ISSUES
      uses current events from television, newspapers, etc.

   D. OTHER PARTS OF ESL PROGRAM
      "This structure often appears on the TOEFL."
      "You read about X in your reading class yesterday."

5. MAINTAINS CONTROL:

   A. DIRECTLY
      uses verbal imperatives
         "Sh!"
         "Please remember to raise your hand."
      deals with learner who has caused disruption
         "Omar, are you listening?"
      calls on a student
         "What do you think, Omar?"
      makes expectations about behavior clear to students
         "Only one person should talk at a time."

   B. INDIRECTLY
      starts promptly
      gets everyone's attention before starting
      has lesson plans and materials ready
      emphasizes a "we" feeling in class
      pauses
      makes eye contact
      positions students
      increases the tempo

6. QUESTIONS ALL STUDENTS
   gives slower students time and encouragement to answer
   gets around to every student in drill, exercise, questioning
   refers questions from one student to another

7. PERSONALIZES
   calls on individual students by name
   asks students questions about self, country

8. PROJECTS:

   A. RAPPORT
      shows positive regard for each student
      shows interest in individual progress
      knows about students' cultures
      encourages other students to give time to student called upon
      praises, reinforces student ideas

   B. HUMOR
      smiles
      jokes with students

   C. FLEXIBILITY
      varies planned lesson to meet student needs and interests
      accepts ideas divergent from own

   D. ENTHUSIASM
      shows interest in subject matter, student interaction

E. CONFIDENCE
knows subject matter well
has lesson carefully planned
maintains a learning environment

STUDENTS

These items look directly at student behaviors which show how they are responding to the teacher, to the other students, and to the material to be learned. (Check whether a behavior is characteristic of all, many, few, or none of the students.)

1. APPEAR:
   A. RECEPTIVE
      smile, joke, nod head
      ask questions about subject matter
      perform assigned task
      have textbook
      have homework done

   B. DEFENSIVE
      frown, stare, look away, look sullen
      tap foot, raise voice
      interrupt, argue rudely

   C. PASSIVE
      do not maintain eye contact (however, in some cultures it is considered polite to keep eyes cast down.)
      look at watch often
      fall asleep
      do work for some other class

2. PAY ATTENTION
   maintain eye contact with teacher
   raise hand to be called on
   follow instructions
   ask questions or make comments relevant to lesson
   take notes, follow along in book

3. RESPOND:

   A. REFLECTIVELY
      student's answer mirrors the teacher's question
         "Is it raining?" "Yes, it is raining."

   B. PRODUCTIVELY
      student changes or expands the question
         "Is it raining?" "Yes, and I forgot my umbrella."
                          "Yes, but it was nice yesterday."

4. INITIATE QUESTIONS/ COMMENTS
   ask thoughtful questions
      "Can I also say...?"
   ask about a structure not yet taught
   express own ideas, even if in disagreement with others
   offer additional information

5. INTERACT:

   A. ON-TASK
      work in dyads or small groups
      ask and answer other students' questions
      use English at all times

   B. OFF-TASK
      socialize with other students
      laugn, joke within a small group, showing disregard
         for instructor, other classmates

6. USE NATIVE LANGUAGE
   (consider whether this behavior facilitates or hinders the class)

7. DISPLAY CONFUSION
   ask other students to give meaning, answer, or translation
   ask many questions
   do not answer when called upon
   give answers that are off-target
   sit irresolutely
   look frustrated

8. ONE OR MORE STUDENTS CONTROL CLASS
   monopolize instructor's attention by talking or asking
      questions for several minutes
   call out answers when another has been called on
   demand attention, either negative or positive

POST-OBSERVATION QUESTIONS

In the post-observation questions the observer is encouraged to synthesize his/her checkpoints and examples. He/she can ask himself/herself: "Did learning take place? If I think so, how do I know?" The observer is also encouraged to meet with the instructor immediately following the class to clarify any questions he/she might have.

The first two questions in the post-observation are somewhat overlapping. Interaction techniques encourage learning. However, it is hoped that the observer will include the entire range of observed behaviors and then choose one or two items to discuss in answering the second question. The observer might also answer only the second question during an initial observation of only classroom management, then later use the question on classroom interaction following his observation of learning environment.

The third question is posed in order to draw the observer into a participatory role. He/she is being asked to draw on his/her own experiences and to suggest variations in activities. The question is meant to elicit: "What else could we do?" or "Could we also...?" It is not meant to elicit judgments on the appropriateness of a given activity.

The observer gives the report to the classroom teacher, who then makes comments in response, thus setting up a dialog. Ideally, the instructor and observer would meet again and have further discussion. In reality, the report may then be returned to the observer with no further personal contact.

CENTER FOR ENGLISH AS A SECOND LANGUAGE

Portland State University

E.S.L Classroom Observation Report

Observer: Katherine Smith
Date 4/20/82
Report # 3
Class Reading
Level 3
Instructor Douglas
Number of students 26
Seating arrangement rows in a V form

PRE-OBSERVATION QUESTIONS

How does this lesson fit a sequence?
How does this lesson relate to other parts of ESL program?

It is a review/reading up to a test
Relates to writing in topic sentences and details

CLASSROOM MANAGEMENT

Check the appropriate categories.

1. Objectives
2. Mode ☑ cognitive ☒ affective ☐ psychomotor
3. Method ☐ audiolingual ☐ silent way ☐ counseling learning ☐ suggestopedia ☐ total physical response ☐ notional/functional ☒ other
4. Format ☒ lecture 10% ☐ discussion ☐ drill & practice ☒ workshop 90% ☐ lab ☐ group investig. ☐ indep. study
5. Subject Specific Strategies - Reading
6. Materials ☒ adapted ☐ followed strictly ☒ supplemented ☐ N/ used

Give examples.

1. To review reading and vocabulary building skills (written on b.b)
2. a. started with interaction game, → dyads on vocab
   b. only for explanations and directions

4 workshop - vocab cards (student's cards)
context ex. in dyads

5 Specify vocab dev/pt. - "word watching" procedures
M. Idea vs Details Context exercises

6. 2 handouts (vocab, reading)
Text exercises changed

INSTRUCTOR

1. Speaks with ☒ sufficient volume ☒ natural intonation
2. Gives clear: ☒ directions ☒ explanations ☐ rules
3. Relates to previous work
4. Introduces new lesson
5. Emphasizes main points
6. Provides for application to new situations
7. Summarizes
8. Reviews returned homework
9. Explains new homework

2 stated task immediately so students know what to do
3. She reviewed the previous 3 weeks
4. Today we are going to . . . .
5. Gives a reading to each pt. of class (b.b.)
Repeats M. pts
6. Suggestions on how to use vocab cards
new context ex. MI/details in text
7. T summarizes; asks S for examples

1. Asks questions: ☒ data recall ☒ data processing ☒ evaluation
2. Handles errors ☐ by teacher ☐ solicits self correction ☒ solicits peer correction
3. Reinforces correct answers

1. (S's ask for a lot of input)
eval? How do you feel about Mr. Ram's ideas?
2 Spelling errors corrected by peers
3. "Fine" No disapproval of wrong answer

LEARNING ENVIRONMENT

Check the appropriate category. Give examples

INSTRUCTOR

✓ 1. Uses introductory "vibe-setting" activity	1 yes warm-up vocab association ex
✓ 2. Structures activities as challenges/problems	2. Text book hand-outs
3. Varies ☐pace ☒activities	3. A in the classtime
4. Relates materials to ☒student interests ☒American culture ☒global issues ☐other parts of ESL	4 text has to do with global issues S. interest -> KluKlux Klan also Am. culture
5. Maintains control ☒directly ☒indirectly	5 "May I have your attention" Moves around room. Lesson structured with many tasks. Ss always engaged with something. No time to by off-task
6. Questions all students	6 Some students didn't get to talk much
✓ 7. Personalizes	7. Called on students by name
8. Projects ☒rapport ☒humor ☐flexibility ☒enthusiasm ☒confidence	

STUDENTS	all	many	few	none	
1. Appear: receptive	✓				
defensive				✓	
passive				✓	
2. Pay attention	✓				2. Attention to T and each other
3. Respond: reflectively		✓			3. prod. "Can I use this word this way?"
productively		✓			
4. Initiate questions/comments		✓			4 Most ask questions in the dyads but also of T.
5. Interact: on-task	✓				
off-task				✓	
6. Use native language			✓		6. 2 used native language
7. Display confusion			✓		7. Partner helps them get oriented but 3 or seemed unsure.
8. One or more control class			✓		8. 2 students ask the most questions

POST OBSERVATION QUESTIONS

What were some techniques that encouraged good interaction?

Dyads. Asking students to respond and talk a lot. Students answered each other's questions

What were some techniques that encouraged learning?

By not letting students use native language dictionaries. By taking away home work papers, S's stayed on task.

What other activities could you suggest to enhance the class?

INSTRUCTOR'S COMMENTS

What comments do you agree(disagree) with?

Were there any points the observer missed?

Any suggestions:

E.S.L. PRACTICUM CLASSROOM OBSERVATIONS

Date--------Class----------Instructor----------

Number of students------Seating arrangement----------

PRE-OBSERVATION QUESTIONS

Learning Objectives-----

How does this lesson fit a sequence?---

CLASSROOM MANAGEMENT (check appropriate categories, give examples)

1. Mode: _cognitive _affective
   __psychomotor
2. Method: _ A/L _S.Way_ C.Learn
   Suggesto. T.P.R.
   __N.F._Other
3. Format: _Lecture_ Discussion
   _ Drill/Practice__Lab.
4. Materials: _adapted_ Ff. strictly
   __ supplemented _A.V.
5. Subject Specific Strategies:

Instructor

1. Speaks: __sufficient volume
   __ natural intonation
2. Gives clear: __directions__rules
   __ explanations
3. Relates to previous work
4. Introduces new lesson
5. Emphasizes main points
6. Provides application
   to new situations
7. Summarizes
8. Is linguistically prepared

Question Strategies

1. Asks: __data recall
   __data processing__evaluation
2. Handles errors: __teacher
   __self correction__peers
4. Reinforces correct answers

LEARNING ENVIRONMENT

Instructor

1. Uses introductory "vibe-setting" activity
2. Structures activities as problems/challenges
3. Varies: _ pace _ activities
4. Relates materials to: _ American culture
   _ local interests _ survival skills
5. Maintains control: _ directly _ indirectly
6. Questions all students
7. Personalizes
8. Projects: _ rapport _ humor _ flexibility
   _ enthusiasm _ confidence
9. Fosters student: _ independence _ dependence
10. Utilizes time: T/S----% T/class----%
    ind. work----% S/T----% S/S----%

Students	all	many	none	few
1. Appear: _ receptive _ defensive _ tired				
2. Pay attention				
3. Respond: _ reflectively _ productively				
4. Initiate questions/comments				
5. Interact: _ on task _ off task				
6. Use native language				
7. Display confusion				
8. One or more control class				

POST OBSERVATION COMMENTS (use back of report)

Supervising Teacher:

(Based on side #1, observation report) Discuss techniques that did/did not enhance the learning goal-----

(Based on side #2, observation report) Discuss techniques that encouraged interaction------

Discuss student behaviors in relation to learning goals-----

(Based on complete report) What variations in activities might you suggest to enhance the class? ------

Practicum Teacher

What did you hope to accomplish? Do you feel you reached your goal? Explain----

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